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ABSTRACT

The School Personnel Utilization Project developed a series of modules to assist school personnel in building the necessary skills for the development of organizational change strategies and collaborative, collegial educational problem solving capabilities. This specific module on functional task analysis will assist the user in monitoring and maintaining a comprehensive functional job description for each position within an educational institution or organization. Included is a seven step procedure which begins with a framework for stating the overall purpose (long term goals) of the educational agency and concludes with a determination of the appropriate skills and training needed for the accomplishment of the task. An example of the procedure as it might be applied to a secondary school instruction program is provided. (Author/DGC)

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FUNCTIONAL TASK ANALYSIS

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FOREWORD

This training module is the result of the needs and desired outcomes of the School Personnel Utilization (differentiated staffing) program which was funded by the U.S. Office of Education to develop alternative staffing patterns for schools. During the course of the design and development of differentiated staffing programs around the country several key components were identified as necessary for change in school-based and district-level settings. The funded School Personnel Utilization Projects in conjunction with the National Cluster Coordination Center and the U.S. Office of Education began a series of developmental activities which culminated in training materials for teachers and administrators. These training materials when utilized provide critical and essential skills necessary for the development of change strategies or collaborative, collegial educational problem solving. Contained within the context of the series of training modules is virtually within every skill needed for a systematic approach to meeting the educational needs of students through more effective school personnel utilization.

These modules are not designed to be the panacea for training teachers and administrators but rather serve as a focus on specific skills which were identified by school-based personnel as crucial in a change effort. This is not the whole story of the activities and accomplishments of the School Personnel Utilization program but is only a small part of what took place over a period of five years (1968-73). It was the desire of the Project Directors, the Director of the National Cluster Coordination Center and the Program Officer of the U.S.O.E. in

planning their efforts to contribute to the body of knowledge which has been building regarding alternatives to managing needed educational change.

It is hoped that through these training materials the School Personnel Utilization concepts and accomplishments will go beyond the federal funding of projects and beyond the boundaries of isolated innovative efforts.

Raymond G. Melton *

Marshall L. Frinks **

Training Modules Available

System Renewal
Functional Task Analysis
Shared Decision-Making
Evaluation
Communication/Information Flow
Organizational Crisis Intervention

Write to:

Dr. Raymond G. Melton
Florida Department of Education
Tallahassee, Florida 32304

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Cherry Creek, Colorado
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Louisville, Kentucky
New York, New York
Beaverton, Oregon
Portland, Oregon

* Dr. Melton is the former Director of the National Cluster Coordination Center which served as the leadership training institute for the funded projects.

** Dr. Frinks is the former U.S.O.E. School Personnel Utilization Project Officer.

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Appreciation is given to Dr. Marshall Frinks, and Dr. Fenwick English wno nelped conceptualize this training effort.

The development of this training package was supported by the National Cluster Coordination Center, United States Office of Education, National Center for the Improvement of Educational Systems. 1973.

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TO BEGIN: READ THE FOLLOWING OVERVIEW OF TASK ANALYSIS

AN OVERVIEW TO FUNCTIONAL JOB ANALYSIS

As education moves toward new horizons and more advanced technology, it becomes necessary to look at the "traditional" roles of the classroom teacher and administrator in terms of new tasks to be done and the new methods to get the tasks done. This look should seek to examine specific competencies necessary to accomplish the goals and objectives of the institution.

Effective teaching, as it exists today, is couched in the philosophy or attitude that "good teaching" is good control. Education, as well as our society, is based on a punitive system. The education profession doesn't state this idea directly, but the reward structure for the determination of "good teaching" evolves around the control and management of students. This is not to criticize good classroom management skills but rather to point out the fact that seldom is teacher competency directly assessed by analyzing those skills and techniques which facilitate learning. We are faced with a situation in which teachers are not accountable for skills which foster student growth, but rather they are accountable for such things as textbook inventories, attendance records, keys to buildings, equipment, student discipline referrals and other non-learning measures.

As demands increase for student-centered or performance based educational programs, it will be incumbent upon the

educators to closely examine those skills and activities which are directly related to learning. Competency-based training programs for pre-service and in-service teacher education are a growing force in public education which and may bring about this serious study of what ingredients are essential to increase learning.

Methods and techniques such as team teaching, flexible instructional organization, flexible scheduling, performance contracting and many others, require different competencies and expectations from the implementor. These alternative solutions, coupled with research analysis and internal/external criticisms, have created a need and desire for functional descriptions of what teachers really do and what relationship activities have on student outcomes. Functional Task Analysis makes a significant probe into the question of what teachers do.

Definition

Functional job analysis and design (task analysis) is a method for increasing the accuracy and preciseness of teacher's job descriptions in existing teaching positions and will allow for the design of more adequate job descriptions for those individuals joining a faculty for the first time.

It reflects a system planning philosophy in which specific instructional acts are organized and validated in sequences which may increase learning for an individual student.

A basic assumption of this methodology is that the fundamental unit of "teaching" is an "instructional task," and a teaching position in public schools can be described as a series of instructional tasks.

If this assumption is acceptable it follows that:

(1) Teacher supervision and evaluation can be based on how well assigned tasks or job-related tasks are performed.

(2) Teacher recruitment and selection can be based upon specific requirements or qualifications to perform tasks associated with a vacant position or teaching unit.

(3) Jobs may be classified into levels based upon the complexity of the tasks to be performed.

Functional job analysis and design provides the substance of staffing innovation and improvement. It forms the necessary second wheel of the cart of curriculum development. With only the statements of student performance criteria a teacher has only half of the performance specifications for a given teaching/learning situation. Combined with task statements, however they provide a comprehensive set of instructional directions. The former describes a desired terminal act on the part of the student, the latter describes with equal precision what the instructor will do to facilitate that student behavior.

History

As for most educational technology, the development of functional job descriptions and analysis was not a product of the education profession. The modern conceptualization of task or job analysis was begun immediately before the American involvement in WW II. Utilized as a classification

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system for military specialties. It provided a significant contribution to exploring relationships between occupational titles, personalities, job satisfaction and task effectiveness. The work of the United States Training and Employment Service in these early efforts and in those of the early 50's lead to the establishment of the military classification systems, particularly in conjunction with the Air Force.

Research in the area of functional job analysis began in earnest in 1948 with the first research report appearing in 1951. During the period of the fifties the first major publication regarding job classification systems appeared with the affectionate title the "Green Monster".

This publication and the information and data contained in the volume were widely used by organizations and individuals all across the country. This information is now contained in the Dictionary of Occupational Titles (D.O.T.).

The concepts and developments between the fifties and sixties were largely accomplishments of Sidney A. Fine and his work with the Upjohn Institute.

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USERS MANUAL

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THE PURPOSE OF THE USER'S MANUAL

The purpose of developing and disseminating a document or manual such as the one contained herein, is to diffuse proven educational practices into the field where the practitioner, i.e., the teacher or administrator, can utilize the skills and concepts to better education in the classroom. Its purpose is to enable the practitioner to work and progress individually and to incorporate or try the skills when they are most appropriate.

In relation to this purpose, this manual will be completely self-contained. It will not require the outside assistance of any high-priced consultant nor will it be couched in terminology which could be labeled "jargon". This manual will present its own learning format which will consist of goals and objectives, activities related to the accomplishment of the objectives, including media (both required and optional), enrichment activities, evaluation and feedback mechanisms and a list of possible outside resource materials and persons that could be drawn upon. As a self-teaching device it must rely on the judgement and professional commitment of each individual for its impact and relevance to educational settings.

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TERMINAL OBJECTIVE

Given the successful completion of this training module, the participant will have gained the necessary skills to develop, monitor and maintain a comprehensive functional job description of each position within an educational setting.

MODULE OBJECTIVE (S)

At the completion of this module the participant should be able to:

(1) Describe and define the process of functional job description.

(2) Identify the overall purpose and specific objectives his/her educational agency seeks to achieve.

(3) Determine what work must be done to accomplish the objectives.

(4) Describe that work in terms of its fundamental unit: the task.

(5) Sequence task into logical sequences describing the data, people, and things (elements of the task).

(6) Write a task statement for each distinct step of the sequence.

(7) Identify each element of the task statement, including:

who will perform the task?
what action is to be accomplished?
what immediate results will be accrued?
what tools or instructional aides will be utilized?
(span of accountability)

(8) Assess the discrepancy between what skills are necessary to adequately perform the task functions which have been identified, and those which an individual honestly possesses, and can perform.

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(9) Request additional training when he does not posse the skill required by the task.

PREREQUISITIES AND/OR CONSTRAINTS

Approximately three hours are needed for completion of this module.

Beyond this, a number of factors are apparent which could constrain or hinder the application of this methodology in a live setting. Experiments with flexible staffing only amply demonstrated the desirability of including an entire school staff and its administration in planning for, and deciding upon an innovation in the staffing structure before implementation. Lack of total faculty involvement could seriously constrain the application of funtional job analysis.

Another potentially serious constraint is that of rigid staffing hierarchies. Whether they be maintained by the administration of a district or held rigid by the authority of a teacher's union, inflexibility in the staffing structure may dilute much of what mignt be gained by designing jobs according to functional task levels.

Finally, training is critical to the fulfillment of specific tasks in any job description. Functional task analysis and design without the capability of training is a futile exercise, unlikely to yield anything of purpose to the organization beyond greater clarification of its own impotence.

Constraint Removal: These three kinds of constraints may be anticipated and eliminated or at least reduced by needing the following thumbnail guides:

(1) See that the task analysis and design effort is endorsed and personally backed by appropriate authority figures in the setting (school, district teaching team, etc.)

(2) Those who are expected to carry out a decision should have a part in its making. Analysis of the decision making process in staffing innovation projects shows that teachers view as the "best" decisions those in which they had part.

(3) Changing the name or label doesn't chage the object. New jobs should embody a different set of associated instructional task and required qualifications.

(4) Competency to perform comes through adequate training and practice.

(5) Thorough planning and detailed monitoring of the carrying out of those plans increases success of a project exponentially.

Procedures

Reading and following the instructions is most critical if one is to maintain continuity and flow to the instructional sequence. Directions will be stated for each step in the module. These should be carefully read and precise operations followed. An example packet has been prepared to provide a self evaluative and monitoring function for the module, but again these must rely on the judgement of the individual.

Please continue with this module by beginning the first section of the training activities.

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REMEMBER

Follow the instructions carefully and complete each section before proceeding to the next. If you have a problem the example should serve as a feedback mechanism to redirect your effort.

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STEP 1

State the Overall Purpose (Long Term Goal) of the Educational Agency

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STEP 1

STATE THE OVERALL PURPOSE (LONG TERM GOAL) OF THE EDUCATIONAL AGENCY.

A system approach to analysis and design of a given job, contrary to what you might expect, begins with a careful description of the overall purpose or goal of the educational agency or unit within which the job exists.

Instructions

In this step of the User's Manual you should describe what it is the educational agency wants to accomplish. In the context of the needs of the immediate educational client (i.e., the student, the parent, the community) what is the central purpose of the agency? An example may clarify this step: If the job under analysis is the chairmanship of the Social Studies Department, the agency for which goals must be written is the Social Studies Department. If the job being designed is the vice principalship of a school, the agency for which a purpose must be defined is the school itself. The third grade teacher's job could be defined to exist in several agencies: the school, the primary block of grades, or the third grade, depending on the particular structure of organization used in the school.

Operations

Consider a job you wish to analyze or design. Write down the overall purpose of the educational

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agency in which the job exists. Use the "Educational Agency Purpose Sheets" provided on the following page to complete this step.

Note: If you have difficulty performing this step you may wish to team up with another person and interrogate each other as to the purposes of the agency under consideration. One can record the oral statements of the person he is questioning and thus arrive at a brief set of agency purposes.

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EDUCATIONAL AGENCY PURPOSE SHEET

AGENCY UNDER CONSIDERATION _____

Overall Agency Purposes:

(1)

(2)

(3)

(4)

(5)

Once you have completed this step turn to Step 2 and follow the instructions provided.

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STEP 2

Set Specific Objectives of the Educational Agency

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STEP 2

SET SPECIFIC OBJECTIVES OF THE EDUCATIONAL AGENCY

In order to guide the functional job analysis into statements of specific tasks which need to be performed, it is necessary to operationalize general statements of the agency's purpose into specific realistic objectives.

Instructions

In this step you should try to break down the general statements of intent, written in the last step, into specific objectives which the agency really desires to achieve. These objectives should take into consideration the constraints of time, money, manpower, geography, and cultural and ethical aspects of the clients the agency is serving. That is, they should be realistic, feasible objectives the agency has established and is actively seeking to achieve. Objectives of this sort are often easier to write if they are stated in terms of the immediate educational client. For example, if the agency is the third grade, the primary client would be a third grade student. If the agency is the school, the clients would be students, teachers, parents, and the community. Normally these objectives should be written in such a manner as to identify the client, what behavior he or she will demonstrate when the objective is achieved, and the criteria and conditions associated with your view of acceptable achievement.

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An example of this is kind of objective follows:

> The XX grade student will complete at least 16 programmed readers at a XX mastery level before moving on to the next grade level.

Operations

For each statement of purpose found on the Educational Agency Purpose Sheet (Step 1) a number of specific objectives should be written. It is often helpful to work backwards asking yourself "What must first be accomplished in order to achieve this general goal?"

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State the specific objectives for the fulfillment of the purpose or goal recorded as #1.

(1-a)

(1-b)

(1-c)

(1-d)

(1-e)

(1-f)

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State the specific objectives for the fulfillment of the purpose or goal recorded as #2.

(2-a)

(2-b)

(2-c)

(2-d)

(2-e)

(2-f)

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State the specific objectives for the fulfillment of the purpose or goal recorded as #3.

(3-a)

(3-b)

(3-c)

(3-d)

(3-e)

(3-f)

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State the specific objectives for the fulfillment of the purpose or goal recorded as #4.

(4-a)

(4-b)

(4-c)

(4-d)

(4-e)

(4-f)

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State the specific objectives for the fulfillment of the purpose or goal recorded as #5.

(5-a)

(5-b)

(5-c)

(5-d)

(5-e)

(5-f)

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STEP 3

Define The Tasks Which Must Be Performed In Order To Achieve The Objectives

STEP 3

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DEFINE THE TASKS WHICH MUST BE PERFORMED IN ORDER TO ACHIEVE THE OBJECTIVES.

Procedures and technologies which are required to implement the objectives (listed in Step #2) must be grouped into task statements. These statements describe the work which must be performed by someone to achieve the desired objectives.

Instructions

For each specific objective listed (in Step #2) (1-a through 5-f) you should identify the work which must be accomplished before the objective can be achieved. Describe that work by writing task statements. Each specific objective may require several separate task statements.

Definition: (Task) The fundamental unit(s) of work and action designed to contribute to a specific end result to the accomplishment of an objective.

Several types of task statements are found in the example packet.

Operations

Write a separate task statements on the perforated cards found in the pocket on the next page. It may be necessary to write two, three or four task statements for each specific objective (from Step #2). Don't forget to "key" each task statement to its appropriate objective by

recording the objective number from Step 2 at the top of its corresponding card(s). (Separate the cards along the perforation and group task statements by objective.)

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OBJECTIVE #_____
TASK STATEMENT

OBJECTIVE #_____
TASK STATEMENT

OBJECTIVE #_____
TASK STATEMENT

OBJECTIVE #_____
TASK STATEMENT

OBJECTIVE#_____
TASK STATEMENT

OBJECTIVE #_____
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OBJECTIVE #_____
TASK STATEMENT

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STEP 4

Arrange Task Statements and Rewrite to Include Precise Elements of the Task

STEP 4

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ARRANGE YOUR SEPARATE TASK STATEMENTS INTO A LOGICAL, FLOWING ORDER AND THEN REWRITE EACH STATEMENT TO INCLUDE THE PRECISE ELEMENTS OF THE TASK.

To this point you have stated the general purpose of a particular educational agency, written specific objectives describing what the clientele of the agency will know or be able to do when the objective is achieved, and described what work must be accomplished in order to achieve those objectives. During this step of the analysis or design (which ever you are performing) you will be asked to sequence those tasks and write a more precise task statement for each distinct step in the sequence. Precise elements of each task should be identified. This step is comparable to the one previously taken to extract specific objectives from the general purposes of the agency. Here you are writing the task analysis equivalent of a performance objective.

Instructions

There is a difference between what gets done and what educators do. In order for you to perform a functional job analysis you must not only understand the former but must describe the latter in a language whose meaning remains constant and which can be understood beyond the specific agency. If we ask ourselves for example, what a principal does, a reflex response might be, "He runs the school." This isn't the case in reality; what he does is to perform a series of specific skills which might be identified as

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coordinating, supervising, information exchanging, montoring, etc., which result in the school getting run.

There are two tools of functional job analysis which will help you define the specific tasks someone must do in order to achieve the objectives identified for the agency under consideration. One tool is called the Scales of Worker Functions and is found in Figure 1, later in this section. You should describe the task the person must do who will be filling the job you are analyzing or designing by using this scale. These tasks should be described by the behavior they require in relation to data, people, and things. For example, a typical third grade teacher's task might include "writing or transcribing grades from individual tests to a class record or drawing up a list of materials related to a topic which are available in the library". These are all data related task elements. People related elements could include: "coversing with parents of school children, answering questions and encouraging students to complete their exercises, or giving advice to intern teachers on individual students based on an analysis of their needs." Thing related elements of the task description might include "the teacher's arrangement of furniture, of materials within a room, tending audio-visual equipment, or designing visual displays or slide tape presentations."

The second tool (Figure II) simply indicates levels of complexity which may be assigned to various task behaviors. Each precise task statements you write during this step should include the three elements: data, people, and things from the Scales of Worker Functions.

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Operations

(1) Take the white cards from the folder and arrange them flat across a workspace.

(2) For each general goal and associated objectives (Step 1 & 2) develop a logical sequence of tasks by manipulating the sets of cards on the workspace. Rearrange the order of the cards until you obtain a reasonable sequence.

(3) For each distinct step in the new sequence you now have in front of you you should write a revised task statement with all necessary task elements. (what the educator does in relation to data, people, and things). This revised task statement should be recorded on the sheet provided on the next page. (Functional Task Statement Sheet). A number of different task statements with all their elements are found in the example packets.

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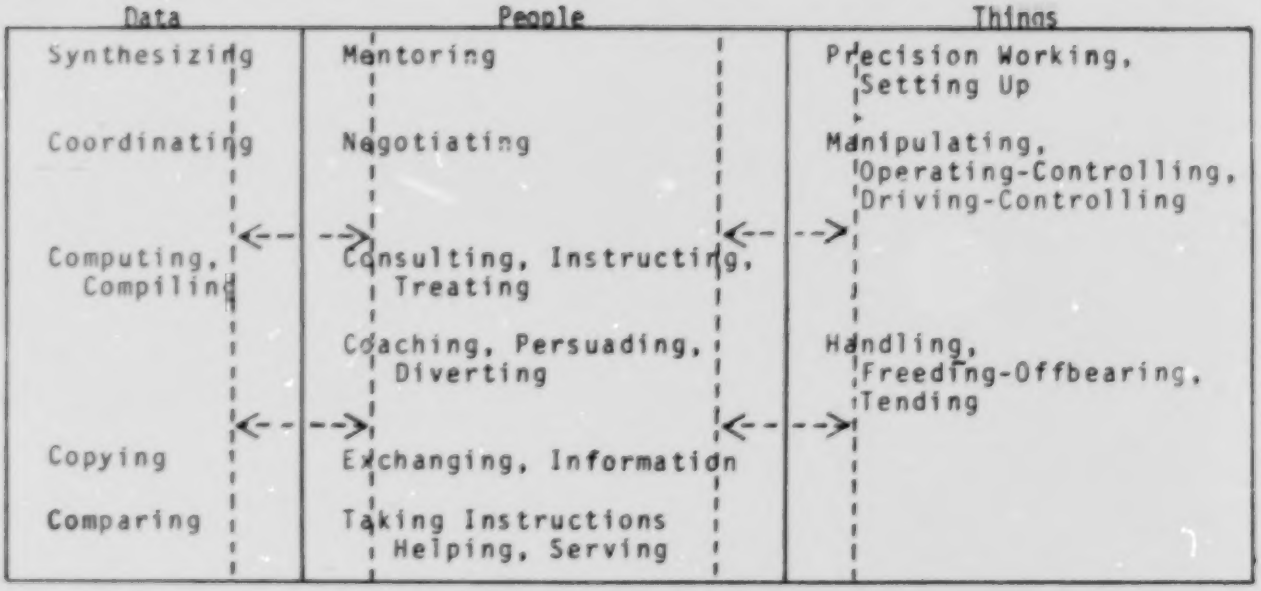
Figure 1*

SCALES OF WORKER FUNCTIONS SUMMARY CHART



*Taken from, "Six Steps to New Careers," Wretha W. Wiley, Career Development, (National Institute for New Careers, University Research Corporation, January, 1970).

(Part A)
FUNCTIONAL TASK STATEMENT SHEET

EDUCATIONAL AGENCY _____

General goal #1 _____
objectives 1-a _____
1-b _____
1-c _____
1-d _____
1-e _____
1-f _____

At this point please study the task statement cards you have arranged in sequence

Refer to Scales of Worker Functions Summary Chart

In order to achieve these objectives:

(Part B) Do not write in this area until you complete the instructions for Step 5

WHO	PERFORMS WHAT ACTION RELATED TO	USING WHAT MATERIALS	ACCOUNTABLE TO WHOM	BY WHAT DATE
	DATA			
	PEOPLE			
	THINGS			

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Figure 2*

LEVEL OF COMPLEXITY OF WORKER FUNCTIONS

High	Synthesizing Coordinating	Mentoring Negotiating	Precision Working Setting Up
Medium	Analyzing Computing, Compiling	Supervising Consulting, Instructing, Treating Coaching, Persuading, Diverting	Manipulating, Operating-Controlling, Driving-Controlling
Low	Copying Comparing	Exchanging Information Taking Instructions Helping, Serving	Handling Feeding-Offbearing, Tending

*Taken from, "Six Steps to New Careers," Wretha W. Wiley, Career Development, (National Institute of New Careers, University Research Corporation, January, 1970).

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STEP 5

Identify the People, Materials, Equipment and Timeline for Task Accomplishment

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STEP 5

IDENTIFY THE MATERIALS OR EQUIPMENT THE EDUCATOR WILL REQUIRE TO COMPLETE THE TASK, AND INDICATE TO WHOM, AND BY WHAT DATE HE/SHE MUST REPORT.

The achievement of certain objectives through the use of a given task sequence is more or less feasible depending upon what resources (materials and equipment) are available. Thus a critical part of functional task analysis and design is the component where necessary materials and equipment are described. The task statement describes who will perform what action, given what materials and equipment. You can see, then, necessary minimum conditions are described under which task fulfillment can be expected. Also included is a statement identifying to whom and by what date the educator filling the job must report task fulfillment.

Instructions

For each task statement identified on the Task Statement Sheet determine what materials and equipment are minimally required and establish a time line and communication line for reporting accomplishment.

Operations

Complete Part B of the Functional Task Statement Sheet.

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STEP 6

IDENTIFY THE PERFORMANCE STANDARDS TO DETERMINE TASK ACCOMPLISHMENT

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IDENTIFY THE PERFORMANCE STANDARDS THAT WILL BE USED TO DETERMINE WHETHER THE TASK HAS BEEN ACCOMPLISHED SATISFACTORILY.

A task is performed to accomplish certain specific objectives. It can be easily evaluated if performance standards are identified. These standards should be stated as measurable criteria. For example, if a task statement related to PEOPLE, from the Functional Task Statement Sheet (Step 4, Part A), indicated a Social Studies the team leader would "make team assignments and monitor their fulfillment", the associated performance standard might read:

> At the end of each formal meeting, assignments will be made; within two (2) days they will be posted on the team bulletin board, and progress reports will be requested at each succeeding meeting until the assignment is completed.

Instructions

Refer back to Step 4 (the Functional Task Statement Sheet) and re-read the general goal which is under consideration and its supporting objectives (a through x). Then read the functions which will be performed (under WHO PERFORMS WHAT ACTION RELATED TO DATA, PEOPLE, and THINGS).

For each function to be performed, identify the criteria or standards which will be used to evaluate whether or not the function was indeed performed.

Operations

Following the procedures outlined above, turn to the Performance Standards Sheet on the next page and complete the form.

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Each criteria statement should be stated in a way which is easily documented or measured.

PERFORMANCE STANDARDS SHEET

Functions to be performed related to	List appropriate Performance Standards (criteria)
DATA	
PEOPLE	
THINGS	

Note:
Write the functions in this column, or use a number or a letter to key each performance statement to a function on the Functional Task Statement Sheet.

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STEP 7

Determine the Appropriate Skills and Training Needed for Task Accomplishment

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STEP 7

DETERMINE WHAT SKILLS MAY BE REQUIRED TO ACCOMPLISH EACH TASK AND THUS WHAT TRAINING WOULD BE APPROPRIATE FOR THOSE LACKING THE NECESSARY SKILLS.

Completion of Step 6 has brought you through a complete cycle in functional task analysis. You should have completed the following objectives of the manual:

1. State the overall purpose of a particular educational agency.
2. Identify the specific objectives the agency is attempting to accomplish.
3. Determine what work must be done to accomplish the objectives.
4. Describe that work in terms of its fundamental unit: the *Task*.
5. Sequence tasks into logical sequences describing the data, people, and things elements of the task.
6. Write a task statement for each distinct step of the sequence.
7. Identify each element of the task statement, including:
   Who will perform the task?
   What action is to be accomplished?
   What immediate result will be accrued?
   What tools or instructional aides will be utilized?
   (span of accountability)

Instructions

Two additional steps are necessary if this exercise is to have any real utility. If you are doing an analysis of an existing job, currently held by yourself or another person, the first step is to assess the discrepancy between what skills are necessary to adequately perform the task functions which have been identified, and those you honestly possess and can perform.

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If you are designing a new job, you simply should identify relevant necessary skills which seem to be required by the tasks you nave identified.

The final step is that of actually requesting training if you find yourself a bit deficient in the skills which are necessary to perform the required task functions associated with you job.

Operations

Complete the form on the next sheet as a final step in this User's Manual.

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PART A

For individuals performing a job analysis: In the space provided list the competencies you feel you may lack, but which are necessary to perform all of the functions identified in Step 4 Part A of the Functional Task Statement Sheet.

Competencies you feel you lack	What kind of training will help you gain these skills?

PART B

For individuals performing a job design: List the principle competencies which someone filling this position must posses in order to complete the task identified.

Once a person is hired have him/her complete Part A

PRINCIPLE COMPETENCIES

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EXAMPLE PACKET

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EXAMPLE PACKET

Examples given to clarify each step of the User's Manual

The examples given on the attached sheets are designed to clarify the kinds of operations you should have performed as a result of following instructions for completing the seven (7) steps of the User's Manual.

The seven (7) steps in the User's Manual are fairly specific and require certain kinds of performance. However, you the user, and you alone determine the level of specificity at which you are going to work. If you select large numbers of finite objectives your task statements will be more numerous and in more detail than if you begin with fairly general goals. For this reason you should not become alarmed if your work is somewhat different from that included in the examples packet unless it is of a different type. Variations of specificity in work is normal and expected.

Please pay special attention to the hints given you on all forms.

STEP 1

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Agency Under Consideration *11th Grade Social Studies Team*

Overall Agency Purpose:

(1) *To develop curriculum for 11th grade Social Studies.*

(2) *To teach 11th grade students Social Studies.*

(3) *To provide advice and guidance to 11th grade students.*

(4) *To articulate between 10th and 12 grade team.*

(5)

Once you have completed this step turn the Step 2 and follow the instructions provided.

Note:

Space has been provided to record five major goals. You should not be compelled to identify five nor be limited to that number. Record any in excess of five on the back of the form.

STEP 2

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State the specific objectives the educational agency has for the fulfillment of the overall general agency purpose recorded as Goal #1.

(1-a) *to identify specific performance objectives for each course taught by the 11th grade team by the end of the year.*

(1-b) *to prepare criterion referenced test for each major unit of objectives for each course by the end of the year*

(1-c) *to organize, select, or develop learning objectives for the various 11th grade courses by the end of the year.*

(1-d)

(1-e)

(1-f)

These objectives should reflect the major sub-elements which must be fulfilled to accomplish the major goals of the educational agency.

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State the specific objectives the educational agency has for the fulfillment of the purpose or goal recorded as #2.

(2-a) *as a team, plan for, implement, and evaluate each lesson to be taught to 11th graders.*

(2-b) *develop innovative methods to increase the interest level of students during their 11th grade social studies course.*

(2-c)

(2-d)

(2-e)

(2-f)

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State the specific objectives for the fulfillment of the purpose or goal recorded as #3.

(3-a) *design and get approval from principal and advisement program capable of serving all students in 11th grade social studies by mid year.*

(3-b) *plan in-service training of the team members in techniques of student advisement and guidance.*

(3-c) *prepare Management Procedure for monitoring student progress through course criteria.*

(3-d) *complete training at 80% level of achievement (see 3-b).*

(3-e) *implement advisement plan and management plan and have it working (as rated by entire staff) by year's end.*

(3-f)

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State the specific objectives for the fulfillment of the purpose or goal as recorded as #4.

(4-a) *hold articulation meetings with 10th and 12th grade teams monthly.*

(4-b) *have entire social studies curriculum articulated (as rated by entire staff) by years end.*

(4-c)

(4-d)

(4-e)

(4-f)

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STEP 3

List a specific task statement on each card. The set of cards filled out under each objective should represent all the work which must be done to achieve the objective

Objective 1-a

1-a gather all existing sets of objectives for study

1-a select relevant objectives from those lists

1-a write additional objectives to complete our list for each course

1-a gain team consensus of list which has been prepared

1-a submit objectives for courses to principal for critique

1-a write final revised course objectives

Objective 1-b

1-b for each objective develop a criterion referenced test item

1-b submit each item to total team critique

1-b write sample test instrument

1-b complete item pool for each course

Objective 1-c

1-c write publishers and other schools for curriculum guides

1-c select existing materials and categorize them under objective sets for which they were selected

1-c develop additional learning materials and activities

1-c submit each activity and all materials to try out

1-c revise all materials

1-c write tentative guide for use of learning materials

Goal #2

Objective 2-a

Objective 2-b

STEP 4

(Part A)
FUNCTIONAL TASK STATEMENT SHEET

EDUCATIONAL AGENCY *Eleventh Grade Social Studies Team*

General goal #1 *To develop curriculum for the eleventh grade social studies program.*
objectives 1-a *To identify specific performance objectives for each course taught by the 11th grade team by the end of the year.*
1-b *To prepare criterion referenced test for each major unit of objectives for each course by the end of the year.*
1-c *To organize, select or develop learning activities for accomplishing each set of objectives in the various courses by the end of the year.*
1-d
1-e
1-f

At this point please study all task statement cards you have arranged in sequence

Refer to Scales of Worker Functions Summary Chart

In order to achieve these objectives·

(Part B) Do not write in this area until you complete the instructions for Step 5

WHO	PERFORMS WHAT ACTION RELATED TO	USING WHAT MATERIALS	ACCOUNTABLE TO WHOM	BY WHAT DATE
	DATA			
Mr. Jones, Team Leader	*(a) Coordinates the curriculum development effort.*		*Principal*	*End of Year*
	(b) Critiques all team projects.		"	"
	PEOPLE			
(f) Negotiates disagreements regarding curriculum.	*(c) Instructs team members in their roles.*		"	"
	(d) Exchanges information among team members.	*Team bulletin board*	"	"
	(e) Makes team assignments and monitors fulfillment.	*Project planning chart*	"	"
	THINGS			
	(g) Handles team correspondence unless otherwise delegated.		"	"
	(h) Sets up work space with proper equipment for work team.		"	"
	(i) Prepares budget request and requisitions.		"	"

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STEP 6

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Each criteria statement should be stated in a way which is easily documented or measured.

PERFORMANCE STANDARDS SHEET

Functions to be performed related to	List appropriate Performance Standards (criteria)
DATA	
A	*Completion of curriculum development by year's end with consensus approved of staff.*
B	*Written critique or appropriate form returned to team member.*
PEOPLE	
C	*Continued team members' support throughout the project as indicated on an evaluation form to be administered two times a year (January and June).*
D	
E	
F	
THINGS	
G	*None*
H	*None*
I	*Approval and acceptance of budget by administration with minimum need for revision.*

Write the functions in this column, or use a number or a letter to key each performance statement to a function on the Functional Task Statement Sheet.

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STEP 7

PART A

For individuals performing a job analysis: In the space provided list the competencies you feel you may lack, but which are necessary to perform all of the functions identified in Step 4 Part A of the Functional Task Statement Sheet.

Competencies you feel you lack	What kind of training will help you gain these skills?
Preparing an annual budget	*Formal training meetings with district assistant superintendent for finances.*
Development of acceptable product critique forms.	*Consult with test and measurement people at the university.*

PART B

For individuals performing a job design: List the principal competencies which someone filling this position must posses in order to complete the task identified.

Once a person is hired have him/her complete Part A

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The example packet gave several examples of goals and objectives up to Step 4. At that point and thereafter only one major goal and supporting objectives was used in illustration.

Your work from Step 4 on should cover all the major goals of your educational agency and their supporting objectives. More than one form for each step should, therefore, be completed for Steps 4-7.